



Dawpool C.E. (Aided) Primary School

DAWPOOL

A Dawpool Geographer



The Abundant Life that Jesus offers

Dawpool Church of England (Aided) Primary School
A Curriculum for Christ-Likeness
Vision: The Dawpool Community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ. A school where Christian values flourish and where all children experience the abundant life that Jesus offers.

Reading	<p>Person of Jesus (Our Christian Values) Galatians 5:22-23 <i>'The Fruit of the Spirit is love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control.'</i></p> <p>GROWING THE FRUIT OF THE SPIRIT</p>			Religious Education
Writing	<p>Love of Jesus (Our HeartSmart Actions) Matthew 22:36-40 <i>'Love the Lord God with all your heart with all your soul and with all your mind. Love your neighbour as yourself.'</i></p>	<p>Work of Jesus (Our Learning Values) Jeremiah 29:11 <i>'For I know the plans I have for you, declares the Lord. They are to prosper you and not to harm you, plans to give you hope and a future.'</i></p>	Art	
Spelling & Grammar			Design & Technology	
Speaking			Computing & E-safety	
Maths			Music	
Science			Physical Education	
History	<p>Complete a Bronze Leader's Award</p> <p>Understand Fundamental British Values</p> <p>Learn a musical instrument</p> <p>Compete in a sporting competition</p> <p>Monitor & improve pupil</p> <p>Perform a play to an audience</p> <p>Lead an Act of Worship</p> <p>Watch a live orchestra</p> <p>Visit the theatre</p> <p>Visit a museum</p>	<p>Complete a Bronze Leader's Award</p> <p>Attend a residential visit</p> <p>Participate in extra-curricular activities</p> <p>Visit a library and borrow a book</p> <p>Be a Dawpool ambassador</p> <p>Enjoy and look after the environment</p> <p>Visit a place of Worship of a different faith</p> <p>Participate in a Eucharist</p> <p>Perform in a musical concert</p> <p>Visit an art gallery</p>	Modern Foreign Languages	
Geography	<p>Complete a Bronze Leader's Award</p> <p>Attend a residential visit</p> <p>Participate in extra-curricular activities</p> <p>Visit a library and borrow a book</p> <p>Be a Dawpool ambassador</p> <p>Enjoy and look after the environment</p> <p>Visit a place of Worship of a different faith</p> <p>Participate in a Eucharist</p> <p>Perform in a musical concert</p> <p>Visit an art gallery</p>	<p>Complete a Bronze Leader's Award</p> <p>Attend a residential visit</p> <p>Participate in extra-curricular activities</p> <p>Visit a library and borrow a book</p> <p>Be a Dawpool ambassador</p> <p>Enjoy and look after the environment</p> <p>Visit a place of Worship of a different faith</p> <p>Participate in a Eucharist</p> <p>Perform in a musical concert</p> <p>Visit an art gallery</p>	Early Years Curriculum	

Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the **person, love and work of Jesus Christ**: a school which enables **Christian values to flourish** and where all children may experience the **abundant life that Jesus offers.**'

'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control' (Galatians 5: 22-23).

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How does Geography contribute to the 'Abundant Life'?

Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As such, it prepares pupils for adult life and employment. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As pupils study geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

Dawpool's Vision for Geography

On completion of the Geography curriculum at Dawpool, pupils will have developed:

- *Good knowledge of where places are and what they are like.*
- *Good understanding of geographical vocabulary.*
- *Good understanding of fieldwork and other geographical skills and techniques: observing, questioning, planning, collecting, recording, concluding, communicating, reflecting and responding.*
- *Good understanding of their responsibilities within their own society.*
- *Insight into the sustainability of a dynamically changing world.*
- *Interest in geography and curiosity to find out about the world and the people who live there.*

National Curriculum for Geography

The National Curriculum for Geography at Key Stages 1 and 2 can be downloaded from the 'Curriculum' tab of the Dawpool school website.



A Foundation Stage Geographer

A Foundation Stage Geographer	
Class	Development Matters Statements Understanding the World – The Natural World
Foundation 1	<ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Use a wider range of vocabulary (<i>Communication and Language</i>)
Foundation 2	<ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.
Early Learning Goals	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Term	Topic	Activities which may be included. Please note the nature of the EYFS means planning changes daily.
Autumn Term	Getting to Know You	<ul style="list-style-type: none"> • Discuss where they and their families live. Look on local, UK and world maps. Discuss key features of the country. • Discuss the weather daily and talk about features of the weather. • Discuss seasonal change, go on learning walks to see visible changes.

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		<ul style="list-style-type: none"> Use the forest school area, secret garden and other outdoor areas to observe and discuss observations.
Spring Term	Superheroes	<ul style="list-style-type: none"> Seasonal changes – Go on a learning walk to look for signs of new life.
Summer Term	Disney Around the World	<ul style="list-style-type: none"> Discuss each of the Disney films and find out in which country they are set. Look on maps and discuss key features of this country. What is the weather like?

A Year 1 Geographer at Dawpool

All topics begin with location knowledge:

KS1 – Locality and United Kingdom

Include human features: major cities, natural resources, settlement, trade, land use patterns and how these change over time etc.

Include physical features: rivers, lakes, mountains, coasts, etc.

<u>What A Wonderful World</u>
<u>Weather</u>
<ul style="list-style-type: none"> I know the clothes I would wear in hot and cold countries. I know and understand the dangers of weather. I know four types of weather in the UK. I know the different seasons. I know about the Arctic. I know different weather symbols.
<u>Seaside</u>
<ul style="list-style-type: none"> I know the name of the four countries in the UK. I know the name of some different seaside resorts and towns/cities in the UK. I know some features of seaside resorts.

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- I can keep a weather chart and answer questions about the weather.
- I can explain where I live and tell someone my address.
- I can explain some of the main things that are in hot and cold places.
- I can explain the clothes that I would wear in hot and cold places.
- I can explain how the weather changes throughout the year and name the seasons.
- I can name the four countries in the United Kingdom and locate them on a map.
- I can name some of the main towns and cities in the United Kingdom.

Year 1 Geographical Vocabulary

seasons	thermometer	weather forecast	flooding
observations	United Kingdom	symbols	heatwave
record	affects	extreme	blizzard
temperature	waterproof	hurricane	drought
compass	symbol	coastline	landmark
direction	map	countryside	population
UK	island	country	capital city
village	city	town	seaside

A Year 2 Geographer at Dawpool

All topics begin with location knowledge:

KS1 – Locality and United Kingdom

Include human features: major cities, natural resources, settlement, trade, land use patterns and how these change over time etc.

Include physical features: rivers, lakes, mountains, coasts, etc.

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<u>Antarctica</u>
<u>Place knowledge: UK and contrasting locality</u>
<ul style="list-style-type: none">• I will be able to describe a place outside Europe using geographical words- ie Antarctica.• I will be able to describe what it is like in Antarctica-climate, land, sea, vegetation, climate, the features of Antarctica as an island.• I will be able to name the continents of the world and the oceans-starting with Antarctica.• I will be able to find where I live on a map and relate it to where Antarctica is.
<u>Our Wonderful World</u>
<ul style="list-style-type: none">• I will be able to show where the UK, the equator and the poles are on a world map.• I can compare the land features and climate of the UK with Ecuador.• I can compare the capital cities of the UK and Ecuador.• I can find out where different animals live in the world, compare the climates and how near the countries are to the Equator.• I will be able to identify physical and human features in aerial photos- beach, coast, forest, hill, mountain, ocean, valley, houses, buildings, roads etc.• I can create a map with a key.

- I can say what I like and do not like about the place I live in.
- I can say what I like and do not like about a different place.
- I can describe a place outside Europe using geographical words.
- I can describe some of the features of an island.
- I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.
- I can explain how jobs may be different in other locations.
- I can explain how an area has been spoilt or improved and give my reasons.

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- I can explain the facilities that a village, town and city may need and give reasons.
- I can name the continents of the world and locate them on a map.
- I can name the world oceans and locate them on a map.
- I can name the capital cities of England, Wales, Scotland and Ireland.
- I can find where I live on a map of the United Kingdom.

Year 2 Geographical Vocabulary

beach	forest	hill	factory
mountain	ocean	valley	port
harbour	continents	local	season
weather	coast	locality	map
globe	nation	landmark	country
vegetation	key	plan	environment
North	South	East	West
left	right	near	far
symbol			

A Year 3 Geographer at Dawpool

All topics must begin with location knowledge:

Lower KS2 – The countries of Europe (including Russia)

Include human features: major cities, natural resources, settlement, trade, land use patterns and how these change over time etc.

Include physical features: rivers, lakes, mountains, coasts etc

Ancient Egypt: River Nile & The River System

- I know and understand the course of a river.
- I know and understand how to label a river.
I know the names of famous rivers and I am able to locate them.

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**A study of Europe and a region of a European country**

- I know different cities in Europe and can talk in depth about a specific region of a European country.
- I know specific facts about a region of a European country including human and physical features, food, sports, notable people and landmarks.

- I can explain why people are attracted to live by rivers.
- I can explain why many cities are situated on or close to rivers.
- I can explain the course of a river.
- I can name and locate many of the world's most famous rivers in an atlas.
- I can use the correct geographical words to describe a place.
- I can use some basic Ordnance Survey map symbols.
- I can use grid references on a map.
- I can use an atlas by using the index to find places.
- I can name a number of countries in the northern hemisphere.
- I can name and locate the capital cities of neighbouring European countries.
- I know the countries that make up the European Union.
- I can describe key physical and human characteristics of different countries and cities in Europe.
- I know about different rivers and mountains in Europe.

Year 3 Geographical Vocabulary

European Union	Brexit	Citizenship	Continent
Climate zones	Landscape	Government	Mountain ranges
Population	Upper Course	Middle Course	Lower Course
Precipitation	Oxbow lake	Farming	Irrigation
Water source	Grid reference	Map symbols	Culture

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Flag	Country	Capital city	Language
Landmark	Richard Strauss	Currency	Silt
Crops	Papyrus plant		

A Year 4 Geographer at Dawpool

All topics must begin with location knowledge:

Lower KS2 – The countries of Europe (including Russia)

Include human features: major cities, natural resources, settlement, trade, land use patterns and how these change over time etc.

Include physical features: rivers, lakes, mountains, coasts etc

Volcanoes and Earthquakes

- I know where are the main volcanoes and earthquakes located on a world map.
- I know when mount Vesuvius erupted.
- I know how volcanoes and earthquakes are created.
- I know the anatomy of a volcano.

Liverpool **The River Mersey**

- I can place the key historical events of Liverpool on a timeline.
- I know how Liverpool affected the slave trade.
- I know some key famous historical figures born in Liverpool.
- I understand where to find Liverpool and other cities on a map of the U.K.
- I know that there are two cathedrals in Liverpool and understand how they represent different people.

- I can carry out research to discover features of villages, towns or cities.

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- I can plan a journey to a place in England.
- I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc).
- I can explain why people may be attracted to live in cities.
- I can explain why people may choose to live in one place rather than another.
- I can explain the difference between the British Isles, Great Britain and the United Kingdom.
- I can find at least six cities in the UK on a map.
- I can name and locate some of the main islands that surround the United Kingdom.
- I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school.

Year 4 Geographical Vocabulary

ash	core	dormant	crust
extinct	eruption	lava	pumice
active	inactive	volcano	magma
mantle	pyroclastic	flow	tectonic
plate	collide	molten	Solid
liquid	gas	disaster	seismic
fire	ring	chamber	vent
explosion	mountain		
industry	river	slave	trade
famous	visit	buildings	travel
exchange	money	rich	poor
attract	city	livelihood	import
immigrant	local	environment	mobile
slum	Population		

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A Year 5 Geographer at Dawpool

All topics begin with location knowledge:

Upper KS2 – The Americas

Include human features: major cities, natural resources, settlement, trade, land use patterns and how these change over time etc.

Include physical features: rivers, lakes, mountains, coasts etc

<u>South America</u> <u>Brazil & Rainforests</u>
<ul style="list-style-type: none">• I know where the rainforests, Equator and Tropics are located using a globe and maps.• I know the layers of a rain forest.• I know the causes and effects of deforestation.• I know the climate is different in Brazil to London.• I know the importance of Fair Trade to indigenous people in Brazil.• I know where South America and Brazil are on a globe and on a map.• I know about Brazil through research.

- I can plan a journey to a place in another part of the world, taking account of distance and time.
- I can explain how a location fits into its wider geographical location with reference to human and economical features.
- I can locate the Tropic of Cancer and Tropic of Capricorn.
- I can explain why deforestation occurs.
- I understand what is meant by the term 'fairtrade'.
- I can explain how a locality is affected by tourism.

**Year 5 Geographical Vocabulary**

Rain forest	biodiversity	deforestation	Eco system
Emergent layer	habitat	extinct	Equatorial
Under storey	tropical	indigenous	Fair Trade
Forest floor	evergreen	Tropics	Carbon-dioxide
liana	canopy	Equator	humid

A Year 6 Geographer at Dawpool

All topics must begin with location knowledge:

Upper KS2 – The Americas

Include human features: major cities, natural resources, settlement, trade, land use patterns and how these change over time etc.

Include physical features: rivers, lakes, mountains, coasts etc

<u>Climate Zones</u> (Links to adaptation in Science)
<ul style="list-style-type: none"> • I Know different climate zones (temperate, rainforest, desert, polar, mountain) their location in the world.(Equator, poles, northern or southern hemisphere). • I Know their temperature and rainfall and how this impacts on flora and fauna. • I know vegetation belts, rivers, deserts, mountains and topographical features.
<u>Map skills</u>
<ul style="list-style-type: none"> • I know and use the 8 points of the compass • I know and use 4 and 6 figure grid references, map symbols, keys and contour lines to show relief • I know how to use an OS map.

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- I Know how time zones work and calculate differences around the world.
- I can use Ordnance Survey symbols and 6 figure grid references.
- I can answer questions by using a map.
- I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.
- I can describe how some places are similar and dissimilar in relation to their human and physical features.
- I can name the largest desert in the world and locate desert regions in an atlas.
- I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.
- I can explain how time zones work and calculate time differences around the world.

Year 6 Geographical Vocabulary

CHINA TOPIC	MAP SKILLS		WORLD BIOMES
Currency	grid reference	Naismith's Rule	Polar
Topography	co ordinates	location	Arctic /Antarctic
Population	grid squares	compass direction	Tropical
Coastline	OS - ordinance survey	latitude longitude	Desert
Climate	northings	equator	temperate
Terrain	eastings	Tropics	rainforest
continent	map symbols	Poles	Mediterranean
natural hazards	features	coastal	grassland
In-port / export	Route	mountain	temperatures
rivers	Relief	Time zones	arid
mountains	Scale	destination	altitude
wildlife	height	direction	rainfall

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vegetation	contour / shape	distance	humidity
		Greenwich	precipitation

Archived (2021-22): Education Recovery in Geography

In response to the COVID-19 pandemic, we have identified 3 overarching improvement priorities for education recovery:

- *Reading across the curriculum*
- *Teachers' subject, pedagogical and pedagogical content knowledge*
- *Quality First Teaching*

A focus on these 3 priorities will ensure that all pupils can access the full curriculum which is central to the '**Abundant Life that Jesus offers.**'

In addition to these 3 priorities, we have taken a **subject-specific approach** when prioritising what to teach.

In determining what to prioritise in the **Geography** curriculum, we have focused on our vision for Geography which outlines our aspirations for pupils in this subject. We have also considered the [guidance](#) produced by the DfE. The main aim of education recovery at Dawpool is to teach pupils what they need in order to make sense of later work in the curriculum. We have therefore identified the following priorities for the Geography curriculum.

Pupils will:

- *Use a topic-based approach to maximise engagement and kindle curiosity to find out about the world and the people who live there.*
- *Develop their locational knowledge such as the names and locations of the world's continents.*
- *Revise geographical vocabulary so they can reflect, respond and articulate their understanding.*
- *Practice their geographical skills and techniques: observing, questioning, planning, collecting, recording, concluding, communicating.*
- *Develop opportunities to contribute to their own community.*